



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 3**

Fall 2006

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PART 1—READING

1A: PAIRED READING SELECTIONS

DIRECTIONS:

In Part 1A, you will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 1.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

DIRECTIONS: Read the selection "Iris and Walter Are Friends." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Iris and Walter Are Friends"
Questions 1–8

- 1** What kind of person is Iris?
- Ⓐ She does not give up easily.
 - Ⓑ She does not show her feelings.
 - Ⓒ She does not like to try new things.
- 2** What does Iris do *first* to get Rain to come to her?
- Ⓐ She tries to give Rain a carrot.
 - Ⓑ She brings cookies for Rain.
 - Ⓒ She yells out Rain's name.
- 3** "Iris and Walter" takes place in spring. Which line from the story *best* shows this?
- Ⓐ "Down a path of pines"
 - Ⓑ "Over green meadows"
 - Ⓒ "Into the sparkling stream"

4 The story says, "They stroked her neck."

In this story, what does the word stroked mean?

- Ⓐ rested
- Ⓑ washed
- Ⓒ rubbed

5 Iris tries all these things to get Rain to come to her **EXCEPT**

- Ⓐ giving the horse a carrot.
- Ⓑ throwing a rope around the horse.
- Ⓒ making clucking sounds to the horse.

6 Which sentence from the story shows that Rain did not trust Iris at first?

- Ⓐ "Away Iris rode, over green meadows."
- Ⓑ "But Rain only snorted and stamped her hoof, then galloped away."
- Ⓒ "The next day, Iris brought Rain a present."

7 How can the reader tell that Iris *will* get to ride Rain?

- ⊖ **A** At the start of the story, Iris says how much she wants to ride Rain.
- ⊖ **B** During the story, Walter tells Iris what to do if she wants to ride Rain.
- ⊖ **C** The heading of the second part of the story is "Riding Rain."

8 Why did Walter tell Iris to hold on tight to Rain?

- ⊖ **A** Walter thought Rain was angry at Iris.
- ⊖ **B** Walter wanted to get on Rain's back too.
- ⊖ **C** Walter was afraid Iris would fall off.

DIRECTIONS: Read the selection "The Hill." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"The Hill"
Questions 9–16

- 9** How does the brother feel at the beginning of the story?
- Ⓐ He is excited about going to a new place.
 - Ⓑ He is worried about climbing a tall hill.
 - Ⓒ He is happy to be with his sister.
- 10** What is this story mostly about?
- Ⓐ A sister and a brother build a hill together.
 - Ⓑ A sister and a brother see the view from a hill.
 - Ⓒ A sister helps her brother go to the top of a hill.
- 11** Which words does the author use to show that time has passed?
- Ⓐ "She stepped forward"
 - Ⓑ "After a while"
 - Ⓒ "He was surprised"

12 The sister makes a deeper footprint than the brother because

- Ⓐ she walks slower than he does.
- Ⓑ she weighs more than he does.
- Ⓒ she wears bigger shoes than he does.

13 Why can the children see their footprints?

- Ⓐ They are walking on dirt.
- Ⓑ They are walking in snow.
- Ⓒ They are walking on a street.

14 In this story, the sister cares about her brother. How does the author show this?

- Ⓐ The sister tells her brother how much she likes him.
- Ⓑ The sister makes it fun for her brother to go up the hill.
- Ⓒ The sister gives her brother a gift on top of the hill.

15 What does the title of this story tell the reader?

- Ⓐ where the story takes place
- Ⓑ what happens in the story
- Ⓒ who the main character will be

16 What happens when the sister and brother get to the top of the hill?

- Ⓐ The children smile at each other.
- Ⓑ The children meet other families.
- Ⓒ The children eat a picnic lunch.

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 17 through 21 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

17 How are Walter and the older sister on "The Hill" *alike*?

- Ⓐ They are good at solving problems.
- Ⓑ They want to be left alone.
- Ⓒ They want to have lots of friends.

18 The authors *probably* wrote these stories to

- Ⓐ encourage readers to be careful.
- Ⓑ make the readers laugh.
- Ⓒ teach lessons about never giving up.

19 At the beginning of the stories, how are Iris and the little brother in the story, "The Hill," *different*?

- Ⓐ Iris is worried about trying something new, but the little brother is not worried.
- Ⓑ Iris does not like to work hard, but the little brother does.
- Ⓒ Iris is sure she can do something new, but the boy does not think he can.

20 “The Hill” and “Iris and Walter” are *both* realistic fiction because they

- Ⓐ tell facts about nature and the outdoors.
- Ⓑ tell stories that could be true.
- Ⓒ make the reader want to solve a mystery.

21 What is one way that Walter is like the big sister on “The Hill”?

- Ⓐ They *both* like to walk.
- Ⓑ They *both* care for others.
- Ⓒ They *both* like animals.

1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

22 Do the children feel good or bad at the end of the stories? Why?

Explain your answer using specific details and examples from *both* "The Hill" and "Iris and Walter Are Friends." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on pages 17 and 18. Only the writing on the two lined pages will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

PART 1B: CHECKLIST FOR THE RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on pages 17 and 18.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?

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PART 2—READING

INDEPENDENT READING SELECTION

DIRECTIONS:

In Part 2, you will read a selection and answer the questions that follow. You may look back at the selection as often as needed in Part 2.

You may underline, highlight, or write notes in this booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

DIRECTIONS: Read the selection "Edible Jewels." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Edible Jewels"
Questions 23–30

23 In this text, how are water and sugar *alike*?

- Ⓐ They are only seen in winter.
- Ⓑ They can form into crystals.
- Ⓒ They can be used for skating.

24 The title of the text is, "Edible Jewels."

What does the word edible mean?

- Ⓐ can be eaten
- Ⓑ can be melted
- Ⓒ can be seen

25 According to the text, what should you do *before* boiling the water?

- Ⓐ Rub sugar onto one end of the string.
- Ⓑ Make a ring, necklace, or bracelet.
- Ⓒ Gather the things you will need.

26 The text says to use a magnifying glass to look at frost on a window. That's because a magnifying glass makes

- Ⓐ small things look smaller.
- Ⓑ large things look smaller.
- Ⓒ small things look larger.

27 The story says the sugar crystals "look just like winter's jewels." What does this mean?

- Ⓐ They look like glass.
- Ⓑ They look like pieces of ice.
- Ⓒ They look like snowballs.

28 What do you do *before* you pour the sugar solution into a jar?

- Ⓐ Place the pencil on top of the jar.
- Ⓑ Let the sugar cool off.
- Ⓒ Drop the string into the jar.

29 Where would “Edible Jewels” *most likely* be found?

- Ⓐ in a history magazine
- Ⓑ in a poetry magazine
- Ⓒ in a science magazine

30 Why should you place the jar in a safe spot?

- Ⓐ You do not want someone to shine light on the jar.
- Ⓑ You do not want someone to see what is in the jar.
- Ⓒ You do not want someone to knock over the jar.

PART 3—WRITING

3A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

In Part 3A, you will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

We will begin Part 3A together by reading the information on the next page. As I read aloud, please follow along in your booklet.

WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: BEING RESPONSIBLE

Being responsible is an important part of growing up. A person can be responsible at home or at school. Sometimes a person can take responsibility when things go wrong.

Do **ONLY ONE** of the following:

tell about the first time you were given a big responsibility

OR

describe when you were given important responsibilities
at school or at home

OR

write about the theme in your own way.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on pages 40 and 41. Only the writing on the two lined pages will be scored. No additional sheets may be used.

PART 3A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on pages 40 and 41.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

[illegible]

[illegible]

3B: STUDENT WRITING SAMPLE

DIRECTIONS:

In Part 3B, you will read a student writing sample and answer some questions. You may look back at the student writing sample as often as needed. You will be reading everything in Part 3B silently.

You may underline, highlight, or write notes in this booklet. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

REVISING AND EDITING THE STUDENT WRITING SAMPLE

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

Student Writing Sample

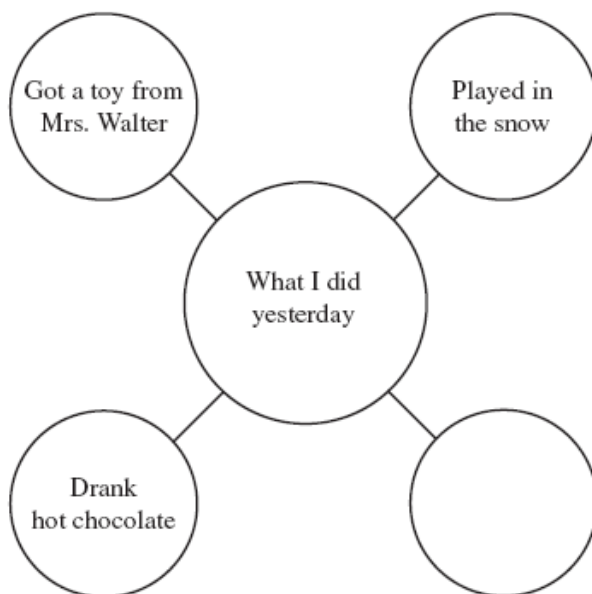
Yesterday at my house Mrs. Walter came over. She brout me a brand new toy! Tomorrow I will right a note to thank her. We had another visitor over too. We played in the snow, we went in the house. We had some hot chocolate and watched a movie in my mom's bedroom. My mom and Mrs. Walter were talking and eating a lot of Junk Food. At 500 PM, Maggie's mom came. Then our moms let us see the movie *King Kong* the three of us. It was very fun.

Questions 32–36

32 How could the writer make this writing sample easier for readers to understand?

- ⊖ **A** Tell more about what the moms ate. We want to hear more about the junk food.
- ⊖ **B** Tell more about when this happened. We want to know what day of the week this was.
- ⊖ **C** Tell us more about who came over. We want to know more about Maggie and the visitor.

33 Which of the following fits *best* in the empty circle of the writer's story web?



- ⊖ **A** Watched a movie
- ⊖ **B** Went for a walk
- ⊖ **C** Read some books

34 Read the sentence below.

We played in the snow, we went in the house.

Which sentence shows the *best* way to edit, or fix, this sentence?

- ⊖ **A** We played in the snow we went in the house.
- ⊖ **B** We played in the snow, and then we went in the house.
- ⊖ **C** We played in the snow Then we went in the house.

35 Read the sentence below.

Yesterday at my house Mrs. Walter came over.

Which sentence shows the correct way to write this sentence?

- ⊖ **A** At my house Yesterday Mrs. Walter came over.
- ⊖ **B** Yesterday, mrs Walter came over to my house.
- ⊖ **C** Mrs. Walter came over to my house yesterday.

36 Read the sentence below.

She brout me a brand new toy!

What needs to be edited, or fixed, in this sentence?

- ⊖ **A** change brout to brought
- ⊖ **B** change brand to bran
- ⊖ **C** change new to knew

PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS:

Write a response to the question in the box below. You may look back at the student writing sample as often as needed.

37 How could the writer make this paragraph more interesting?
Use details from the student writing sample to support your answer.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on page 51. Only the writing on page 51 will be scored. No extra sheets may be used.

PART 3B: CHECKLIST FOR THE PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on the next page.

CHECKLIST:

- _____ Do I clearly answer the question that was asked?
- _____ Do I support my answer with details from the student writing sample?
- _____ Is my response complete?

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Scoring Key: Part 1A: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
1	A	R.NT.02.03	ID/describe characters/setting/problem/sequence
2	C	R.NT.02.03	ID/describe characters/setting/problem/sequence
3	B	R.NT.02.04	ID/explain how authors/illustrators use literary dev
4	C	R.WS.02.11	Determine meaning of words and phrases in context
5	B	R.NT.02.03	ID/describe characters/setting/problem/sequence
6	B	R.NT.02.04	ID/explain how authors/illustrators use literary dev
7	C	R.NT.02.04	ID/explain how authors/illustrators use literary dev
8	C	R.NT.02.03	ID/describe characters/setting/problem/sequence
9	B	R.NT.02.03	ID/describe characters/setting/problem/sequence
10	C	R.NT.02.03	ID/describe characters/setting/problem/sequence
11	B	R.NT.02.03	ID/describe characters/setting/problem/sequence
12	B	R.CM.02.04	Apply knowledge from sci./soc.studies/math.
13	A	R.CM.02.02	Retell main idea(s), relevant details of text
14	B	R.NT.02.04	ID/explain how authors/illustrators use literary dev
15	A	R.NT.02.04	ID/explain how authors/illustrators use literary dev
16	A	R.NT.02.03	ID/describe characters/setting/problem/sequence
17	A	R.NT.02.03	ID/describe characters/setting/problem/sequence
18	C	R.NT.02.03	ID/describe characters/setting/problem/sequence
19	C	R.CM.02.03	Compare/contrast relationships within/across texts
20	B	R.NT.02.02	ID/describe variety of narrative/fiction genre
21	B	R.CM.02.03	Compare/contrast relationships within/across texts

Scoring Key: Part 2: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
23	B	R.CM.02.03	Compare/contrast relationships within/across texts
24	A	R.WS.02.11	Determine meaning of words and phrases in context
25	C	R.CM.02.02	Retell main idea(s), relevant details of text
26	C	R.CM.02.04	Apply knowledge from sci./soc.studies/math.
27	B	R.IT.02.03	Explain how authors/illustrators use text features
28	B	R.CM.02.02	Retell main idea(s), relevant details of text
29	C	R.IT.02.01	ID/describe a variety of informational genre
30	C	R.CM.02.01	Make text-to-self/to-text connections/comparisons

Scoring Key: Part 3: Student Writing Sample

Item Number	Correct Answer	GLCE	Description
32	C	W.GN.02.01	Produce writing with or ID narrative characteristics
33	A	W.PR.02.02	Develop or ID an organizational pattern for writing
34	B	W.GR.02.01	Produce writing w/ or ID correct grammar and usage
35	C	W.PR.02.06	ID needed reorg./additions/deletions/transitions
36	A	W.SP.02.01	Spell correctly freq./less freq. encountered words